

# UNIVERSITY OF ILLINOIS BULLETIN

ISSUED WEEKLY

Vol. XX

JANUARY 1, 1923

No. 18

[Entered as second-class matter December 11, 1912, at the post office at Urbana, Illinois, under the Act of August 24, 1912. Accepted for mailing at the special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized July 31, 1918.]

---

## BULLETIN NO. 13

---

BUREAU OF EDUCATIONAL RESEARCH  
COLLEGE OF EDUCATION

### THE STATUS OF THE SOCIAL SCIENCES IN THE HIGH SCHOOLS OF THE NORTH CENTRAL ASSOCIATION

by

WALTER S. MONROE

Director, Bureau of Educational Research

and

I. O. FOSTER

Instructor, University High School



PRICE 50 CENTS

---

PUBLISHED BY THE UNIVERSITY OF ILLINOIS, URBANA

1922

The Bureau of Educational Research was established by act of the Board of Trustees June 1, 1918. It is the purpose of the Bureau to conduct original investigations in the field of education, to summarize and bring to the attention of school people the results of research elsewhere, and to be of service to the schools of the state in other ways.

The results of original investigations carried on by the Bureau of Educational Research are published in the form of bulletins. A complete list of these publications is given on the back cover of this bulletin. At the present time five or six original investigations are reported each year. The accounts of research conducted elsewhere and other communications to the school men of the state are published in the form of educational research circulars. From ten to fifteen of these are issued each year.

The Bureau is a department of the College of Education. Its immediate direction is vested in a Director, who is also an instructor in the College of Education. Under his supervision research is carried on by other members of the Bureau staff and also by graduate students who are working on theses. From this point of view the Bureau of Educational Research is a research laboratory for the College of Education.

BUREAU OF EDUCATIONAL RESEARCH  
College of Education  
University of Illinois, Urbana

BULLETIN NO. 13

---

BUREAU OF EDUCATIONAL RESEARCH  
COLLEGE OF EDUCATION

THE STATUS OF THE SOCIAL SCIENCES IN  
THE HIGH SCHOOLS OF THE NORTH  
CENTRAL ASSOCIATION

by

WALTER S. MONROE  
Director, Bureau of Educational Research

and

I. O. FOSTER  
Instructor, University High School

PRICE 50 CENTS

---

PUBLISHED BY THE UNIVERSITY OF ILLINOIS, URBANA  
1922



## TABLE OF CONTENTS

Preface.....	5
Chapter I. Introduction.....	7
Chapter II. Summary of Questions.....	11
Chapter III. Summary by Subjects.....	26
( <i>a</i> ) Ancient History.....	26
( <i>b</i> ) Ancient and Medieval History.....	27
( <i>c</i> ) Medieval History.....	28
( <i>d</i> ) Medieval and Modern History.....	29
( <i>e</i> ) Modern History.....	30
( <i>f</i> ) English History.....	31
( <i>g</i> ) General History.....	31
( <i>h</i> ) American History.....	32
( <i>i</i> ) Community Civics.....	33
( <i>j</i> ) Civics.....	33
( <i>k</i> ) Vocational Civics.....	34
( <i>l</i> ) Economics.....	35
( <i>m</i> ) Sociology.....	36
( <i>n</i> ) Social Science.....	37
( <i>o</i> ) Educational Guidance.....	37
( <i>p</i> ) Vocational Guidance.....	38



## PREFACE

This report presents a summary of the information secured by means of a questionnaire addressed to the teachers of Social Science of the high schools of the North Central Association of Colleges and Secondary Schools. The authors have confined the report to a mere summary of the facts. Certain tabulations of the replies have not been included because it was felt that they were not sufficiently important to justify such detailed presentation. No effort has been made to interpret the facts or to summarize the comments made by a number of the persons who answered the questions.

Credit should be given Mr. Foster for originating the study and for preparing the questionnaire blank. He has also had a large part in the preparation of the manuscript for publication. The Bureau of Educational Research desires to acknowledge its indebtedness to all who cooperated by furnishing the information asked for.

WALTER S. MONROE, *Director.*

December 1, 1922.



Digitized by the Internet Archive  
in 2023

# THE STATUS OF THE SOCIAL SCIENCES IN THE HIGH SCHOOLS OF THE NORTH CENTRAL ASSOCIATION

## CHAPTER I.

### INTRODUCTION.

**The purpose and method of this investigation.** This study was undertaken for the purpose of collecting facts pertaining to the place occupied by the various social sciences in the curriculums of the high schools of the North Central Association of Colleges and Secondary Schools. In addition, certain questions relating to the general procedure of instruction were included. The specific questions asked are given on p. 8. The questionnaire blank was sent to 1273 secondary schools belonging to the North Central Association, and approximately one-half of these blanks were returned. Some were improperly filled out and had to be rejected. Others arrived too late to be included in the tabulations. The tables on the following pages are based upon the total of 475 replies.

**The questionnaire blank.** The questionnaire blank was printed as a four-page folder—eight and one-half by eleven. A portion of it, the general explanation, and the specific directions for answering each of the questions are reproduced here. Additional columns were added so that the following sixteen social science subjects were included in the blank:

Ancient History	Community Civics
Ancient and Medieval History	Civics
Medieval History	Vocational Civics
Medieval and Modern History	Economics
Modern History	Sociology
English History	Social Science
General History	Educational Guidance
American History	Vocational Guidance

Name.....Date.....		Ancient History		Ancient and Medieval History		Medieval History	
School.....Address.....							
1. In what years and semesters are these subjects offered? .....							
2. If pupils from other years are admitted, state the years .....							
3. How many pupils were enrolled last semester?.....							
4. How many pupils are now enrolled?.....							
5. Is this a required subject?.....							
6. Is this subject generally liked by the students?.....							
7. Does the class study the entire period covered by the text?.....							
8. If not, what are the date limits?.....							
9. Is notebook work required?.....							
10. Is the stereopticon used?.....							
11. Do you plan to offer this course again?.....							
12. Check the courses in which current events are taught.....							
13. How many weeks are required to complete this course?.....							
14. How many minutes per week are spent in recitations?.....							
15. Is supervised study used often?.....							
16. Is the socialized recitation commonly used?.....							
17. How long have these subjects been offered?.....							
18. Check any courses that have proved unsuccessful.....							
19. Do you feel that more social science should be taught?.....							
20. Check the courses that you feel the pupils should be required to take?.....							
21. Give on line 1 for each subject: the author, the basic text, the date of its copyright, and the publisher.	2	1	2	1	2	1	
If supplementary texts are used give on line 2 the same information for the <i>most important</i> .							

*Explanation and direction for answering questions.* On the inside of this folder a number of questions are asked concerning social science studies. Ancient History, Ancient and Medieval History, Medieval History, Medieval and Modern History, Modern History, English

History, Civics, Economics, and Sociology need no explanation. General History is a course from the beginning of history to the present time. American History may be only the history of the United States or it may be that of the entire western hemisphere. Community Civics is a course of civics that puts most of its emphasis on the local community. Vocational Civics acquaints the pupils with various callings or vocations. A detailed study of each may or may not be made. Social Science is a mixture of any of the social studies. It is to the social sciences what General Science is to the natural sciences. Educational Guidance here means a specific course which is intended to direct the pupil's studies along lines most profitable to him; it opens up and explains new fields to him. Vocational Guidance is the direction of the pupil toward those vocations which best suit his abilities and interests. The blanks are left for you to designate any other social study which your school offers.

Each question is explained below and specific directions are given for answering it. The numbers refer to the questions. It is suggested that all the blanks for question 1 should be filled in before you pass to question 2, etc. Each question should be answered under each subject that is offered by your school unless the following directions state otherwise.

1. Put the year in Roman numerals and the semester of the year in Arabic numerals. If Civics is offered only to Seniors in the second semester, under Civics and opposite the first question you will write IV-2, etc.

2. If pupils from other years or semesters are not permitted to take any subject, write under it and opposite question 2 the word "No." If all are admitted, write "All." If the course is open only to certain years or semesters other than expressed in 1, explain by giving the years and semesters, as in question 1.

3. Give the numbers as nearly exact as possible, as 348.

4. Give the numbers as nearly exact as possible, as 125.

5. Answer in the appropriate space, "Yes" or "No."

6. Answer in the appropriate space, "Yes" or "No."

7. Answer in the appropriate space, "Yes" or "No."

8. This applies only to history. If in Ancient History the work ends at 476, write "to 476" in the appropriate space. If the work in Medieval History extends from 800 to 1700, write in the appropriate space "800-1700." It is very important that this question be answered. English History, American History, and General History are assumed to cover the traditional period; if not, state your practice.

9. Answer "Yes" or "No."

10. Answer "Yes" or "No."

11. Answer "Yes" or "No."

12. Put a check (✓) or a cross (×) in the appropriate spaces.

13. Give the exact number, as 36.

14. Give the exact number, as 250.

15. Answer "Yes" or "No."

16. Answer "Yes" or "No."

17. Answer in numerals, as "2½" for two and one-half years. If the subject has been offered longer than three years, answer "3."

18. Either a check or a cross may be used. If the cause of failure is known, please state it on the last page of this report.

19. Answer "Yes" or "No."

20. Check, as in 12 and 18.

21. This question is very important. If in Ancient History the basic text is "Breasted, Ancient Times," write "Breasted, Ancient Times, 1916, Ginn and Company." If Webster's Ancient History is used for supplementary work, write on line 2 "Webster, Ancient History, 1913, D. C. Heath." Count as supplementary texts only books covering the whole subject, which are not library reference books.

Any additional information or remarks may be placed on the last page of this sheet. Any experience that will throw light on this problem is welcomed. Any syllabus or course of study that you may send us will be much appreciated.

**General plan of tabulating the replies.** As the replies were received from high schools varying widely in total enrollment, the following groups based upon total enrollment were formed:

Group	Enrollment	Number of schools
I	1-150	122
II	151-400	197
III	401-800	83
IV	801-above	73
Total.....		475

When no entry was made in the column for a given subject it was assumed that this subject was not taught in the high school reporting. The number of high schools in each group not teaching a given subject is found in the last column of the first five tables. Although these numbers are not repeated in subsequent tables it is necessary to keep in mind the fact that the different subjects are not taught in all of the high schools. In a number of instances some of the questions were answered for a given subject but no entry made for other questions. In such cases it was assumed that the subject was taught in the high school but for some reason the one replying to the questionnaire blank either was unable to answer the particular questions or had overlooked them. In the first five tables column nine gives the number of schools not answering the first question for each subject. Similar columns are not given for all of the tables. In the case of those tables which consist of percents apparent discrepancies due to the failure of entries to total one hundred are caused by the fact that the question was not answered by certain schools reporting. In order to economize space the percent of such schools was omitted. However, in any case it can be obtained by adding the percents given and subtracting their sum from one hundred.

**General plan of report.** It is interesting and illuminating to consider the information collected from two points of view: first, by questions, and second, by subjects. For obvious reasons it was necessary to make the tabulations by questions. The more important tables are reproduced on the following pages. These will be described briefly in Chapter II and certain significant facts for each subject pointed out in Chapter III.

## CHAPTER II.

### SUMMARY OF QUESTIONS.

**Status of social sciences in secondary schools.** The answers to the first four questions<sup>1</sup> indicate the place occupied by the various social sciences in the curriculums of the secondary schools of the North Central Association. Tables I, II, III, IV, and V give the semester or semesters in which each of the subjects is taught. For example, thirty-eight schools report that Ancient History is taught during the first semester of the first year, thirty-five during the second semester, and so on. One significant thing about these tables is the variability of practice. Although there is a fair concentration of frequencies, most of the subjects are reported as being taught in practically all of the four years. The number of schools not teaching the subjects is also significant. With the exception of American History which is not taught in four schools and Civics which is not taught in fifty-seven schools, no social science subjects can lay claim to being universally taught. Only five subjects—Ancient History, American History, Civics, Economics and Modern History—are reported as being taught in more than 50 percent of the schools. In addition to the variation of practice shown by these tables, the answers to the second question, which are not summarized in this report, indicate considerable leniency in admitting students from other years.

The tabulations of the answers to questions 3 and 4 are not reproduced here. They show in the first group of schools a median enrollment of from twenty to thirty-six, except for the last five subjects. In the second group of schools the median enrollment varies from thirteen to fifty-six. In the third group the variation is from twenty-six to one hundred thirty-eight, and in the fourth, from forty-two to two hundred thirty-eight. In general, the enrollments for the second semester are slightly less. One significant thing is the rather extreme variation in the enrollment for a given subject within

---

<sup>1</sup>1. In what years and semesters are these subjects offered? 2. If pupils from other years are admitted, state the years. 3. How many pupils were enrolled last semester? 4. How many pupils are now enrolled?

TABLE I. SHOWING YEARS AND SEMESTERS IN WHICH VARIOUS  
SOCIAL SCIENCES ARE TAUGHT IN HIGH SCHOOLS  
(Group I. Enrollment, 1-150. 122 High Schools Reporting)

Subject	Year and Semester								No Answer	Not Taught
	I		II		III		IV			
	1	2	1	2	1	2	1	2		
Ancient History.....	38	35	33	33	4	4	2	2	1	44
Ancient and Medieval History.....	6	7	18	19	3	3				87
Medieval History.....	1	2	7	4	5	2	1			108
Medieval and Modern History.....			25	24	25	25	3	3		67
Modern History.....	1	2	13	17	18	21	3	4		70
English History.....	1	1	1	1	7	7		1		109
General History.....	2	2	5	5	1	1				112
American History.....					33	14	74	37		3
Community Civics.....	17	11	1	3	3	2	1	6		84
Civics.....	1	2	1	2	7	25	26	64		13
Vocational Civics.....	4	4	3	2	1	1			1	115
Economics.....		1		3	17	8	29	18		56
Sociology.....				1	7	17	13	27		75
Social Science.....		1		1		2		1		120
Educational Guidance....						2		3		119
Vocational Guidance.....	1		1	2	1	1	1		1	116

TABLE II. SHOWING YEARS AND SEMESTERS IN WHICH VARIOUS  
SOCIAL SCIENCES ARE TAUGHT IN HIGH SCHOOLS  
(Group II. Enrollment 151-400. 197 High Schools Reporting)

Subject	Year and Semester								No Answer	Not Taught
	I		II		III		IV			
	1	2	1	2	1	2	1	2		
Ancient History.....	46	44	59	50	5	4	1	1		93
Ancient and Medieval History.....	31	35	56	56	3	4	2	3		121
Medieval History.....	2	7	4	13	4	1				171
Medieval and Modern History.....		1	37	34	42	48	1	1		115
Modern History.....	1	2	47	48	75	72	9	11		83
English History.....	2	1	2		15	16	4	2		175
General History.....	3	2	11	12	5	5	3	3		180
American History.....					39	24	166	105		0
Community Civics.....	41	38	9	10	2	5	1	6		122
Civics.....	4	3	6	3	28	40	51	116		26
Vocational Civics.....	4	6	1	2			1	1		182
Economics.....	1	1	4	4	31	41	50	60		68
Sociology.....	1	1	2	2	14	22	26	37		130
Social Science.....	1	2	1	1	1		5	6		185
Educational Guidance. . .									3	194
Vocational Guidance....	2	5	2	1			1			187

TABLE III. SHOWING YEARS AND SEMESTERS IN WHICH VARIOUS SOCIAL SCIENCES ARE TAUGHT IN HIGH SCHOOLS  
(Group III. Enrollment, 401-800. 83 High Schools Reporting)

Subject	Year and Semester								No Answer	Not Taught
	I		II		III		IV			
	1	2	1	2	1	2	1	2		
Ancient History.....	22	17	21	17	1	1	1			42
Ancient and Medieval History.....	18	19	28	29	3	3				45
Medieval History.....	1	3	3	8	5	5	1	1		67
Medieval and Modern History.....		1	19	14	12	12	2	1		54
Modern History.....			21	21	32	31	2	2		32
English History.....	1	1	2	2	10	9	2			68
General History.....	1	1	7	7	1	1		1	1	77
American History.....			2	1	22	20	64	39		1
Community Civics.....	18	17	1	1			1	2		55
Civics.....			4	6	16	15	22	52		10
Vocational Civics.....	2	3		1					2	75
Economics.....			2	2	11	14	27	31		21
Sociology.....			2	1	2	8	10	12		58
Social Science.....	1	1					1	2	1	77
Educational Guidance....	1						1		1	80
Vocational Guidance.....		2	2						1	78

TABLE IV. SHOWING YEARS AND SEMESTERS IN WHICH VARIOUS SOCIAL SCIENCES ARE TAUGHT IN HIGH SCHOOLS  
(Group IV. Enrollment 801 and over. 73 High Schools Reporting)

Subject	Year and Semester								No Answer	Not Taught
	I		II		III		IV			
	1	2	1	2	1	2	1	2		
Ancient History.....	16	12	15	18	2	2	2	2	1	36
Ancient and Medieval History.....	16	16	16	16	3	3				39
Medieval History.....	1	7	5	3	9	3				51
Medieval and Modern History.....		1	7	8	9	8	1	1		52
Modern History.....			21	22	23	27	7	4		19
English History.....			3	4	14	17	2	2		52
General History.....			2	2	1	1				67
American History.....			1	1	13	13	54	49		0
Community Civics.....	17	11	4	4			3	3	1	40
Civics.....			4	4	11	9	35	45	1	8
Vocational Civics.....	4	2	3	1	1				1	65
Economics.....				1	11	12	30	37		14
Sociology.....		1			3	4	8	11	1	56
Social Science.....			5	3			4	3		62
Educational Guidance....										73
Vocational Guidance.....	2	1	3	3			1	1		67

TABLE V. SHOWING YEARS AND SEMESTERS IN WHICH VARIOUS  
SOCIAL SCIENCES ARE TAUGHT IN HIGH SCHOOLS

(Total. 475 High Schools Reporting)

Subject	Year and Semester								No Answer	Not Taught
	I		II		III		IV			
	1	2	1	2	1	2	1	2		
Ancient History.....	122	108	128	118	12	11	6	5	2	215
Ancient and Medieval History.....	71	77	118	120	12	13	2	3		292
Medieval History.....	5	19	19	28	23	11	2	1		397
Medieval and Modern History.....		3	88	80	88	93	7	6		288
Modern History.....	2	4	102	108	148	151	21	21		204
English History.....	4	3	8	7	46	49	8	5		404
General History.....	6	5	25	26	8	8	3	4	1	436
American History.....			3	2	107	71	358	230		4
Community Civics.....	93	77	15	18	5	7	6	17	1	301
Civics.....	5	5	15	15	62	89	134	277	1	57
Vocational Civics.....	14	15	7	6	2	1	1	1	4	437
Economics.....	1	2	6	10	70	75	136	146		159
Sociology.....	1	2	4	4	26	51	57	87	1	319
Social Science.....	2	4	6	5	1	2	10	12	1	444
Educational Guidance...	1					2	1	3	4	466
Vocational Guidance....	5	8	8	6	1	1	3	1	2	448

a group of schools. Differences in the total enrollment must, of course, be kept in mind, but even so some of the variations seem of especial interest. For example, in Group I two schools reported an enrollment in Ancient History of between one hundred and one hundred twenty-five. Since no schools in this group have a total enrollment greater than one hundred fifty, all but a very few students in these two schools were studying Ancient History. Similar conditions for Ancient History as well as for other subjects are found in the other groups. This suggests that in many cases the course of study is in a state of change, or that distinctly different policies with reference to educational guidance are being followed in different schools.

**The scope and content of the various social sciences.** Questions<sup>2</sup> 7, 8, 12, 19 and 21 furnish information relative to the content

<sup>2</sup>7. Does the class study the entire period covered by the text? 8. If not, what are the date limits? 12. Check the courses in which current events are taught? 19. Do you feel that more social science should be taught? 21. Give on line 1 for each subject: the author, the basic text, the date of its copyright, and the publisher.

TABLE VI. PERCENT OF HIGH SCHOOLS IN WHICH THE CLASSES STUDY THE ENTIRE PERIOD  
COVERED BY THE TEXT  
(Based Upon Only Those Schools in Which the Subject is Taught)

Subject	Group I		Group II		Group III		Group IV		Total	
	Text Fol.	Text not Fol.	Text Fol.	Text not Fol.	Text Fol.	Text not Fol.	Text Fol.	Text not Fol.	Text Fol.	Text not Fol.
Ancient History.....	94	5	91	5	93	2	84	8	91	5
Ancient and Medieval.....	91	6	97	3	97	3	91	6	95	4
Medieval History.....	79	21	77	12	88	12	68	23	77	17
Medieval and Modern.....	96	4	93	3	90	3	86	5	93	4
Modern History.....	92	4	98	1	98	2	96	4	97	2
English History.....	84	8	86	5	86	7	95		89	4
General History.....	90		94	6	83		83		89	3
American History.....	96	3	90	7	92	4	93	6	93	5

TABLE VII. PERCENT OF HIGH SCHOOLS IN WHICH CURRENT  
EVENTS ARE TAUGHT

(Based Upon Only Those Schools in Which the Subject is Taught)

Subject	Percent of High Schools				
	Group I	Group II	Group III	Group IV	Total
Ancient History.....	30	45	54	49	43
Ancient and Medieval....	40	47	55	47	48
Medieval History.....	29	38	50	55	44
Medieval and Modern....	58	69	69	57	64
Modern History.....	60	78	75	78	74
English History.....	54	45	53	62	54
General History.....	40	47	67	17	44
American History.....	86	88	87	82	86
Community Civics.....	55	73	79	76	71
Civics.....	83	80	82	69	79
Vocational Civics.....	43	33	25	100	47
Economics.....	51	58	56	63	57
Sociology.....	53	52	44	47	51
Social Science.....	50	50	50	36	45
Educational Guidance....	33		33		22
Vocational Guidance.....	17	10	20		11

of the various courses. The replies to question 7 given in Table VI indicate, except in the case of Medieval History, a very close adherence to the text books in regard to date limits.<sup>3</sup> The particular date limits for the various subjects will be noted in the next chapter devoted to the separate subjects. Table VII shows that current events are reported as being taught in a considerable percent of the classes in all subjects. As one might expect the percents are greatest for American History and for the various courses in Civics. A variety of texts is used, although there is considerable agreement upon a limited

<sup>3</sup>In interpreting the facts in Table VI it is necessary to bear in mind that the percents have been computed on different bases in the case of the different subjects. For example, by reference to Table I we learn that Ancient History is taught in seventy-eight schools in the first group. Ancient and Medieval History is taught in thirty-five, Medieval in fourteen, Medieval and Modern History in fifty-five, etc. When it is stated in Table VI that 94 percent of the schools in Group I studied the entire period covered by the textbook in Ancient History, this simply means that this occurs in 94 percent of the seventy-eight schools in which Ancient History is taught. The 91 percent for Ancient and Medieval History is computed on thirty-five as a basis and the 79 percent for Medieval History is computed on fourteen as a basis.

The percents given in the remaining tables have been computed in the same way. Hence, it will be necessary to bear in mind this precaution in interpreting them.

number. This subject also will be discussed further in Chapter III. The answers to question 19 and the general remarks made upon the questionnaire seem to indicate (1) that in the teaching of history less time should be spent on the political side and more on the economic, social and industrial phases, and (2) that in the teaching of the other social sciences the abstract and theoretical topics should be made more concrete and practical.

**Time devoted to social science courses.** In a few schools which appear to be organized on a three-term basis as few as twelve weeks are given to certain of the social science studies. At the other extreme we find forty weeks being devoted to certain of the subjects. The number of minutes per week spent in recitation varies from 120 to 435. Usually a balance between the number of weeks devoted to the subject and the number of minutes per week is affected by requiring a class that spends relatively few minutes per week in recitation to carry a subject for a compensating longer period. For this reason the variations in time devoted to the different subjects is not as great as it appears from the above figures. The typical social science course extends through two semesters of eighteen weeks in length, and requires 225 minutes per week for recitation. Larger schools have a tendency to be in session longer than the smaller schools; therefore, they devote in most cases more time to the social science work.

**The social sciences as required subjects.** The replies to questions<sup>4</sup> 5 and 20 acquaint us with the status of the various social sciences as required subjects. Table VIII, which gives a summary of the replies to question 5, indicates a considerable difference of practice except in the case of American History and Civics. For the other subjects the predominant practice is to make them elective. The directions for replying to this question required an answer of either "yes" or "no". It is not unlikely that in a number of schools a subject is required for students pursuing certain courses but elective for others. As no opportunity was given to indicate this fact the number of affirmative replies probably was decreased. On the other hand, for the same reason an affirmative reply in some cases may have been slightly inaccurate. This character of the response required in this

---

<sup>4</sup>5. Is this a required subject? 20. Check the courses that you feel the pupils should be required to take.

TABLE VIII. PERCENT OF HIGH SCHOOLS IN WHICH VARIOUS SOCIAL SCIENCES ARE REQUIRED  
(Based Upon Only Those Schools in Which the Subject is Taught)

Subject	Group I		Group II		Group III		Group IV		Total	
	Req.	Not Req.	Req.	Not Req.	Req.	Not Req.	Req.	Not Req.	Req.	Not Req.
Ancient History.....	49	47	29	62	42	51	30	59	37	56
Ancient and Medieval.....	51	40	24	67	23	66	20	68	28	62
Medieval History.....	29	71	38	54	37	44	27	64	33	58
Medieval and Modern.....	33	58	24	67	24	66	29	52	27	63
Modern History.....	34	60	27	67	35	59	43	46	33	60
English History.....	23	62	9	91	13	67		90	10	80
General History.....	50	30	29	59	67	33	50	17	44	41
American History.....	85	11	85	11	79	17	89	6	85	11
Community Civics.....	50	37	46	43	46	36	46	33	47	39
Civics.....	79	14	72	22	71	26	66	19	73	20
Vocational Civics.....	30	70	33	53	38	50	75	25	42	50
Economics.....	45	47	16	74	24	70	13	68	23	67
Sociology.....	49	49	18	71	16	80	6	70	26	66
Social Science.....		50	17	83		67	27	46	16	65
Educational Guidance.....			34	66	33	67			22	33
Vocational Guidance.....	17	50	10	70	60	20	67	33	33	48

TABLE IX. PERCENT OF HIGH SCHOOLS WHICH FAVOR MAKING THE  
VARIOUS SOCIAL SCIENCE STUDIES REQUIRED  
(Based Upon Only Those Schools in which the Subject is Taught)

Subject	Percent of High Schools				
	Group I	Group II	Group III	Group IV	Total
Ancient History.....	35	31	24	14	28
Ancient and Medieval....	43	17	24	21	24
Medieval History.....	14	38	44	14	28
Medieval and Modern....	44	34	17	14	32
Modern History.....	50	51	59	44	51
English History.....	31	36	7	14	23
General History.....	60	65	67	50	62
American History.....	88	86	87	86	87
Community Civics.....	74	67	61	79	70
Civics.....	81	82	77	69	79
Vocational Civics.....	14	40	25	38	32
Economics.....	59	61	42	37	53
Sociology.....	62	45	28	53	48
Social Science.....		42	33	55	42
Educational Guidance....	67	33	67		56
Vocational Guidance.....	50	40	60	50	48

question should be borne in mind in interpreting Table VIII. In Table IX which summarized the replies to question 20 we find that in the opinion of the persons reporting some slight changes should be made with respect to requiring the different subjects. However, in general these changes were not marked. It is probably significant that in both Tables VIII and IX a decrease in the requirement of certain subjects is indicated as the size of the high school increased. In other subjects there is a little change and for some there is even an increase.

#### **Permanency and success of the various social sciences.**

Questions<sup>5</sup> 6, 11, 17 and 18 give some indication of the permanency and the success of the various social sciences from the standpoint of pupils' interest. Table X, which summarizes the replies to question 6, indicates that, in the judgment of the persons reporting, these subjects are generally liked by a majority of students. Three-fourths or more of the schools replied affirmatively for most subjects. In a con-

<sup>5</sup>6. Is this subject generally liked by the students? 11. Do you plan to offer this course again? 17. How long have these subjects been offered? 18. Check any courses that have proved unsuccessful.

TABLE X. PERCENT OF HIGH SCHOOLS IN WHICH THE VARIOUS SOCIAL SCIENCES  
ARE GENERALLY LIKED BY STUDENTS  
(Based Upon Only Those Schools in Which the Subject is Taught)

Subject	Group I		Group II		Group III		Group IV		Total	
	Liked	Not Liked	Liked	Not Liked	Liked	Not Liked	Liked	Not Liked	Liked	Not Liked
Ancient History.....	63	24	75	16	71	19	68	8	70	18
Ancient and Medieval.....	68	26	84	13	76	13	65	9	76	14
Medieval History.....	79	21	73	19	69	12	64	14	70	17
Medieval and Modern.....	67	24	85	9	72	14	71	5	76	14
Modern History.....	83	15	77	11	84	12	66	4	77	11
English History.....	92		77	5	73	7	71	5	78	4
General History.....	70		82	6	83	17	50	17	74	8
American History.....	90	3	92	3	93	2	76	3	89	3
Community Civics.....	87		90	1	89		70	3	85	1
Civics.....	82	4	83	9	82	4	66	6	80	7
Vocational Civics.....	100		67		88		100		84	
Economics.....	83	8	84	8	82	8	71	5	81	7
Sociology.....	92	2	84		92		88	6	88	2
Social Science.....	100		75	8	67	16	73		74	7
Educational Guidance.....	100					33			33	11
Vocational Guidance.....	67		60		80		67		67	

TABLE XI. PERCENT OF HIGH SCHOOLS IN WHICH NOTEBOOK WORK IS REQUIRED FOR  
THE VARIOUS SOCIAL SCIENCES  
(Based Upon Only Those Schools in Which the Subject is Taught)

Subject	Group I		Group II		Group III		Group IV		Total	
	Req.	Not Req.	Req.	Not Req.	Req.	Not Req.	Req.	Not Req.	Req.	Not Req.
Ancient History.....	81	17	74	17	76	19	81	16	78	17
Ancient and Medieval.....	77	20	80	19	74	26	68	20	77	19
Medieval History.....	86	7	65	23	81	19	77	14	75	17
Medieval and Modern.....	76	20	77	16	79	14	61	29	75	18
Modern History.....	75	23	75	20	86	14	74	19	76	19
English History.....	62	31	77	14	67	20	81	10	73	17
General History.....	20	40	71	23	67	33	67	81	56	26
American History.....	75	21	75	20	75	23	80	19	75	21
Community Civics.....	42	40	48	41	46	50	67	24	50	39
Civics.....	60	32	56	36	59	38	60	31	58	35
Vocational Civics.....	57	43	40	33	38	62	75	25	50	39
Economics.....	46	41	39	49	44	50	49	42	43	47
Sociology.....	55	41	40	39	36	56	35	65	44	45
Social Science.....	50	50	58	42	50	33	55	27	55	35
Educational Guidance.....	33	67	33	67	40	33	100		22	56
Vocational Guidance.....	33	17	50	40	40	40			56	26

TABLE XII. PERCENT OF HIGH SCHOOLS IN WHICH THE STEREOPTICON IS USED  
(Based Upon Only Those Schools in Which the Subject is Taught)

Subject	Group I		Group II		Group III		Group IV		Total	
	Used	Not Used	Used	Not Used	Used	Not Used	Used	Not Used	Used	Not Used
Ancient History.....	26	68	22	64	34	63	89		35	56
Ancient and Medieval.....	23	74	24	70	11	87	35	62	23	73
Medieval History.....	22	71	23	62	44	56	50	41	35	56
Medieval and Modern.....	16	69	18	70	21	69	52	38	22	66
Modern History.....	29	67	19	70	22	78	35	57	25	68
English History.....	15	69	18	68	27	60	38	43	25	59
General History.....	10	60	47	53		67	33	17	28	51
American History.....	23	64	18	71	24	70	41	48	24	65
Community Civics.....	16	66	19	71	36	50	37	45	24	62
Civics.....	14	72	12	73	12	77	27	62	14	72
Vocational Civics.....	29	71	20	53	38	62	25	75	26	63
Economics.....	11	77	11	74	15	79	19	69	13	75
Sociology.....	21	70	15	66	12	80	12	76	16	71
Social Science.....		50	34	58	17	50	27	64	26	58
Educational Guidance.....	33	33				33			11	22
Vocational Guidance.....	17	33	10	80	20	60	16	67	15	63

TABLE XIII. PERCENT OF HIGH SCHOOLS IN WHICH THE SOCIALIZED RECITATION IS COMMONLY USED  
(Based Upon Only Those Schools in Which the Subject is Taught)

Subject	Group I		Group II		Group III		Group IV		Total	
	Used	Not Used	Used	Not Used	Used	Not Used	Used	Not Used	Used	Not Used
Ancient History.....	46	42	37	47	46	51	24	73	38	50
Ancient and Medieval.....	43	49	40	54	50	42	41	53	43	50
Medieval History.....	50	50	35	46	44	44	23	73	36	54
Medieval and Modern.....	40	55	88	12	31	59	24	67	58	32
Modern History.....	50	46	43	49	50	40	41	54	45	48
English History.....	23	46	36	50	33	40	29	57	31	49
General History.....	30	50	23	65	17	50	33	50	25	57
American History.....	52	40	52	40	51	43	45	48	51	42
Community Civics.....	50	34	60	33	39	50	42	49	51	39
Civics.....	56	35	54	38	47	47	40	51	51	41
Vocational Civics.....	86	14	33	40	50	25	38	62	47	37
Economics.....	47	42	55	38	37	50	55	38	47	44
Sociology.....	58	36	54	43	60	36	65	35	57	39
Social Science.....	50	50	58	42	33	33	36	45	45	42
Educational Guidance.....	67	33		33					22	33
Vocational Guidance.....	17	33	50	40	40	40	33	67	37	44

TABLE XIV. PERCENT OF HIGH SCHOOLS IN WHICH SUPERVISED STUDY IS FREQUENTLY USED  
(Based Upon Only Those Schools in Which the Subject is Taught)

Subject	Group I		Group II		Group III		Group IV		Total	
	Used	Not Used	Used	Not Used	Used	Not Used	Used	Not Used	Used	Not Used
Ancient History.....	45	45	36	61	46	51	33	62	40	55
Ancient and Medieval.....	46	51	47	50	47	42	29	62	44	51
Medieval History.....	43	57	27	58	44	44	55	45	41	51
Medieval and Modern.....	35	63	29	67	41	59	29	62	33	64
Modern History.....	44	54	37	58	43	55	35	61	39	57
English History.....	31	46	23	64	47	33	19	81	28	59
General History.....	50	50	29	65	50	33	16	67	36	59
American History.....	34	57	34	64	40	56	29	66	34	61
Community Civics.....	37	50	36	56	43	43	42	46	38	51
Civics.....	32	61	27	68	37	60	29	65	31	64
Vocational Civics.....	29	71	53	33	13	50	25	62	34	50
Economics.....	30	59	28	67	37	57	27	71	30	64
Sociology.....	41	55	27	75	48	40	35	65	35	59
Social Science.....	50	50	25	75	17	67	45	55	32	65
Educational Guidance.....	33	67	10	90	20	33	50	33	11	34
Vocational Guidance.....	17	33							22	59

siderable number of instances this question was not answered. The failure to do so probably means that the person replying to the questionnaire was very doubtful concerning the attitude of the students toward the subject.

**Methods of instruction.** Questions<sup>6</sup> 9, 10, 15 and 16 give certain information concerning the general procedure of instruction. The replies to these questions are summarized in Tables XI, XII, XIII and XIV. It is rather surprising to the writers that notebook work is reported as being required in such a large percent of the schools. As no attempt was made to define "notebook work" in the questionnaire blank the amount required in some of the schools probably is not large. The use of the stereopticon, as one might expect, is more frequently reported in the larger schools than in the smaller ones. Tables XIII and XIV give the summary for the socialized recitation and supervised study respectively. These phases of instructional procedure were not defined and the persons responding to the questionnaire no doubt differed in their interpretations. This naturally limits the significance of the replies. It is probably significant that the use of the socialized recitation does not appear to be restricted to any particular subjects, although, with the exception of Sociology, the highest relative frequencies are for American History and Civics. The percent of schools reporting the frequent use of supervised study is approximately one-third of the total number. It appears that supervised study occurs more often in smaller schools than in the larger ones.

---

<sup>6</sup>9. Is notebook work required? 10. Is the stereopticon used? 15. Is supervised study used often? 16. Is the socialized recitation commonly used?

## CHAPTER III.

### SUMMARY BY SUBJECTS

**Ancient History.** Ancient history is reported as a separate course in more than 50 percent of the schools in each group. In addition, a considerable number of schools combine it with medieval history. It is slightly more frequently taught during the second year than the first, and in a few schools it is given during the third and fourth years. The enrollment compares favorably with that in the other social science subjects although it is usually exceeded by American History. The textbooks and the supplementary texts mentioned most frequently are given below:

PRINCIPAL TEXTS		
<i>Author</i>	<i>Title</i>	<i>Frequency</i>
Robinson and Breasted	History of Europe	49
West	Ancient World	39
Webster	Ancient History	32
Breasted	Ancient Times	30
Myers	Ancient History	24
Webster	Early European History	23
Betten and Kaufman	Ancient World	9
Ashley	Early European Civilization	9
West	Early Progress	8
SUPPLEMENTARY TEXTS		
Davis	Readings	26
West	Ancient World	6
Myers	Ancient History	6
Breasted	Ancient Times	6
Webster	Ancient History	5
Total number of schools offering Ancient History		260

The answers to question 7 indicated that in approximately 90 percent of the schools offering Ancient History the textbook was followed with respect to date limits. When the date limits of the text are not adopted, 500 A. D. and 800 A. D. are most frequently mentioned. Only a few extend Ancient History to about 1000 A. D. Current events are reported as being taught in Ancient History courses in slightly more than two-fifths of the schools. More attention ap-

pears to be given to this topic in the larger schools than in the smaller ones. In more than one-third of the schools in which Ancient History is taught it is a required subject. This requirement is a little more frequent in the smaller schools, and the percent of replies indicating a belief that Ancient History should be required is somewhat less. Thus, it appears that if the persons replying to the questionnaire were able to assign Ancient History to the place which in their opinion it should occupy it would be required in fewer schools than at present.

Ancient History is reported as being generally liked by students in 70 percent of the schools offering it, with 12 percent not reporting. This is the smallest percent reported for any social science except "Educational Guidance" and "Vocational Guidance" which are taught in too few schools for the data to be significant. Apparently very few schools are planning to discontinue Ancient History as a separate course. Notebook work is required in about three-fourths of the schools. Use of the stereopticon is more frequent in Ancient History classes than in any other social science except Medieval History in which the same percent reports its use. The socialized recitation is used somewhat less frequently in Ancient History than in most of the other social science studies but in respect to supervised study it stands near the head of the list.

**Ancient and Medieval History.** This new combination of history is designed to take the place of the full year of Ancient History and one-half year of Medieval History in order that more time may be devoted to Modern History. About one-third of the schools reporting have adopted this combination in preference to the traditional one of Ancient History in the first or second year of the high school, followed immediately by Medieval and Modern History in the second or third year. The normal place for this combination subject is the second year, although it is occasionally reported for the third and fourth years. In schools having the same number of pupils the enrollment in this subject is reported as slightly larger than that in Ancient History.

Since the textbook defines the limits of the course in nearly every case the reader's attention is called to the list of textbooks and of supplementary texts that are most frequently used.

PRINCIPAL TEXTS		
<i>Author</i>	<i>Title</i>	<i>Frequency</i>
Robinson and Breasted	History of Europe	72
Webster	Early European History	28
Robinson and Breasted	Outlines of European History	24
Breasted	Ancient Times	15
Robinson	Medieval and Modern Times	13
Ashley	Early European Civilization	8
SUPPLEMENTARY TEXTS		
Breasted	Ancient Times	6
Davis	Readings	5
Total number of schools offering Ancient and Medieval History		183

The final date limit of this course appears to be somewhere between 1476 and 1800, the year 1500 being given in most cases. In this combined course current events are taught more frequently than in the year course in Ancient History. More of the smaller schools than the larger require this subject. It has been offered in 124 schools for three years or longer, and in 28 schools for less than three years. Very few administrators plan to discontinue the course.

**Medieval History.** A critical examination of the data on this subject shows that Medieval History has probably been recorded separately in some cases when it should have been reported with either Ancient History or Modern History. However, no account has been taken of this error in the following discussion. Medieval History is taught most often during the second semester of the second year or the first semester of the third year. Usually pupils enrolled in the year above that for which the course is offered are admitted to it. In about 80 percent of the schools the textbook sets the limits of the course. However, it seems that as a rule the chronological period covered extends from the Germanic Invasions to about 1700. The textbooks used in this course are as follows:

PRINCIPAL TEXTS		
<i>Author</i>	<i>Title</i>	<i>Frequency</i>
Robinson and Breasted	History of Europe	12
Robinson and Beard	Outlines of European History	12
Robinson	Medieval and Modern Times	11
Webster	Early European History	10
SUPPLEMENTARY TEXTS		
Robinson	Readings	5
West	Modern Progress	3
Hazen	(Not Mentioned)	2
Total number of schools offering Medieval History		78

Medieval History is required in about one-third of the schools in which it is taught. Usually these are the small schools which necessarily have a minimum of elective subjects. Hence, it is not surprising to find that slightly less than one-third of the persons replying to the questionnaire feel that this subject should be required. Except in the small schools it is not liked by the students as well as Ancient History. Only one school reported this course as unsuccessful and hence plans to discontinue it.

**Medieval and Modern History.** This subject is most frequently found in either the second or the third year of the high school. Only about one-third of the schools limit it to those pupils who have standing equivalent to the year in which it is offered. In most cases the smaller schools follow the textbook more strictly than the larger ones. About 27 percent of the schools replying to the questionnaire begin the work with the Decline of the Roman Empire, about 50 percent with the Germanic Invasions, and about 23 percent with the year 1000 A. D. More stress appears to be given current events than in any of the preceding subjects. The texts most frequently used are given below:

PRINCIPAL TEXTS		
<i>Author</i>	<i>Title</i>	<i>Frequency</i>
West	Modern Progress	27
West	Modern World	19
Robinson and Beard	Outlines of European History	18
Harding	Medieval and Modern History	16
Myers	Medieval and Modern History	11
SUPPLEMENTARY TEXTS		
Hazen	Europe Since 1815	12
Robinson	Readings	7
West	Modern Progress	5
Robinson and Beard	Outlines of European History	5
Total number of schools offering Medieval and Modern History		187

The replies indicate that the majority of the persons who filled in the questionnaire feel that this subject should be more universally required. About three-fourths of the schools report the subject as generally liked, about 7 percent state that it is unsuccessful, and about 4 percent expect to discontinue the course. Approximately 75 percent of the schools require notebook work, and the stereopticon is used in about 22 percent, the highest frequency being in the larger

institutions. Supervised study and the socialized recitation are found in approximately one-third and three-fifths of these schools respectively.

**Modern History.** This subject is usually offered in the second or third year, the frequency being highest in the third year. Occasionally it is taught in the first or the fourth year. In one school practically all of the students are reported as being enrolled in the course. The textbook is more nearly followed in this subject than in any other of the social sciences. Those used most frequently are as follows:

PRINCIPAL TEXTS		
<i>Author</i>	<i>Title</i>	<i>Frequency</i>
Robinson and Beard	Outlines of European History	64
Robinson and Beard	Our Own Times	62
Hazen	Modern European History	28
West	Modern Progress	20
Robinson	Medieval and Modern Times	15
Ashley	Modern European Civilization	12
West	Modern World	12
Webster	Modern European History	10
SUPPLEMENTARY TEXTS		
Hazen	Modern European History	9
Robinson and Beard	Our Own Times	8
Robinson	Readings	6
Total number of schools offering Modern History		271

In the smaller schools this course usually begins with the fifteenth century, but in the larger schools in most instances a later date is chosen. Current events are taught more frequently in connection with this course than with any other history course, except American History. It is interesting to note that about one-third of the schools require this subject for graduation, and that over one-half of the persons who answered the questionnaire think that it should be required. It has been offered for three years or longer in 190 schools, and for less than three years in 35 schools. It is more generally liked than Medieval and Modern History. Nine schools report it as unsatisfactory and six of these will not offer it again. Notebook work is required in about three-fourths of the schools. The data show that supervised study is in vogue in about 40 percent of these schools, and that the socialized recitation seems to be somewhat more widely used.

**English History.** This survival of the recommendation of the Committee of Seven is still found in over one-fourth of the high schools of the North Central Association. The usual year for this subject is the third, although sometimes it is offered in the second and occasionally in the first. When this subject occupies its normal position seniors usually are admitted and sophomores occasionally. No school reported that its pupils studied less than the entire period covered by the text. The texts most frequently used are as follows:

PRINCIPAL TEXTS		
<i>Author</i>	<i>Title</i>	<i>Frequency</i>
Cheyney	Short History of England	40
Andrews	Short History of England	5
Cheyney	Readings	5
Larson	Short History of England	3
Walker	Essentials of English History	3
SUPPLEMENTARY TEXTS		
Cheyney	Short History of England	2
Larson	Short History of England	2
Cheyney	Readings	2
Gardiner	History of England	2
Total number of schools offering English History		71

Current events are taught in slightly more than 50 percent of the classes in English History. The smaller schools which offer this course report that it is liked best of all the social subjects. It is comparatively well liked in the larger schools. In three schools it was reported as unsuccessful.

**General History.** This subject is offered in less than 10 percent of the high schools of the North Central Association. It is found usually in the second year, although it was reported for all years. It is generally taught for the entire year and pupils from the year just above or below that in which the subject is scheduled are usually admitted. Only one school reported a failure to follow the work as outlined in the textbook. The textbooks which have the highest frequencies are as follows:

PRINCIPAL TEXTS		
<i>Author</i>	<i>Title</i>	<i>Frequency</i>
Elson	Modern Times and the Living Past	10
Robinson-Breasted-Smith	General History of Europe	5
West	Modern Progress	5
Myers	General History	4
SUPPLEMENTARY TEXTS		
Elson	Modern Times and the Living Past	3
West	Modern Progress	2
Total number of schools offering General History		39

This course includes current events in more than 50 percent of the schools teaching it. It is interesting to note that in 44 percent of these schools the subject is required, and that the administrators in 62 percent of the schools think that it should be. This subject has been introduced into nineteen schools within the past three years. It is reported as being fairly well liked, and no schools pronounced it unsuccessful.

**American History.** American History is scheduled most frequently in the fourth year, although it is often found in the third. It is the only social science that is not offered by any school during the first year. Usually, pupils in the year above or below that in which the course is scheduled are admitted. When this course is a semester subject it is offered in the smaller schools most frequently during the first semester, but in the larger during the second semester. About 93 percent of the schools cover the entire period with which the text deals. It is probable also that they supplement the text with more recent history. The textbooks most frequently used are as follows:

PRINCIPAL TEXTS		
<i>Author</i>	<i>Title</i>	<i>Frequency</i>
Muzzey	American History	195
Fite	History of United States	47
Forman	Advanced American History	33
West	American History	30
McLaughlin	History of the American Nation	30
Hart	American History	22
SUPPLEMENTARY TEXTS		
Bassett	Short History of the United States	18
Muzzey	American History	14
Hart	New American History	7
Total number of schools offering American History		471

Only one school did not report current events in connection with this course. American History is required in more than 80 percent of these schools. This is approximately the same as the percent of returns indicating that it should be a required subject. It is reported as being well liked in about 97 percent of the schools where it is taught, and as unsuccessful in slightly less than 3 percent of these schools. No school, however, expects to discontinue the course next year. Of these schools notebook work is required in 75 percent; the

stereopticon is used in 24 percent; supervised study is found in 34 percent; and the socialized recitation finds a place in 51 percent. One significant and illuminating opinion, reported frequently, is that American History can not be done satisfactorily in one semester.

**Community Civics.** Community Civics is found most frequently in the first year and usually in the first semester. However, it is reported for every year of the high school. Few schools admit pupils from years other than that for which the course is scheduled. About 75 percent of the schools offering this course do the work as outlined by the texts. The texts in most frequent use are as follows:

#### PRINCIPAL TEXTS

<i>Author</i>	<i>Title</i>	<i>Frequency</i>
Hughes	Community Civics	96
Dunn	The Community and the Citizen	17
Hill	Community Life and Civic Problems	11
Hughes	Economic Civics	6

#### SUPPLEMENTARY TEXTS

Hughes	Community Civics	5
Hill	Community Life and Civic Problems	5

Total number of schools offering Community Civics      174

Only two schools do not teach current events in connection with Community Civics. In at least one case this is due to the fact that current events are taught in connection with other courses, and this practice was resorted to in order to avoid duplication. Community Civics has been in the curriculums of eighty-two schools for three years or longer. During the past three years, however, it has been introduced into the curriculums of seventy-three schools. Only 2 percent of the schools report that the subject is not generally liked. Eight schools do not consider it successful and one plans its discontinuance. Notebook work is required in connection with this course in about 50 percent of these schools. The socialized recitation is used by an equal number. Supervised study is not found as frequently, and the use of the stereopticon is limited to about 25 percent of the schools offering the subject.

**Civics.** This course remains predominantly a fourth-year subject, although it is taught in a large number of schools during the third year. The data indicate that about 85 percent of all the schools

offering courses in Civics follow the text rather literally. The textbooks most frequently used are as follows:

PRINCIPAL TEXTS		
<i>Author</i>	<i>Title</i>	<i>Frequency</i>
Magruder	American Government	129
Guitteau	Government and Politics, Etc.	50
Ashley	New Civics	46
Woodburn and Moran	Citizen and Republic	39
Reed	Form and Functions of American Government	23
Garner	Government in the United States	18
Forman	American Democracy	18
Hughes	Community Civics	10
SUPPLEMENTARY TEXTS		
Magruder	American Government	16
Forman	American Democracy	13
Bryce	American Commonwealth	9
Ashley	New Civics	7
Hughes	Community Civics	7
Total number of schools offering Civics		418

In connection with Civics current events are taught in about 85 percent of the schools. The course is considered unsuccessful in twelve schools and reported as not being liked by the students in seven schools. This means either that it is generally liked in at least five schools reporting it as unsuccessful, or that the course was not properly estimated. Two schools plan its discontinuance. Notebook work is done in 58 percent of the schools. The socialized recitation is found nearly as frequently. Supervised study is found in about one-third of the schools, and the stereopticon is used for teaching purposes in only 14 percent, this low percent being due to the nature of the subject matter.

**Vocational Civics.** This subject is found most frequently in the first year of the high school course, but it is offered occasionally in every other year. Usually it is restricted to pupils who are in the year for which it is scheduled. As with most of the other social subjects the textbook furnishes the subject matter for the course. The texts most frequently used are as follows:

# PRINCIPAL TEXTS

<i>Author</i>	<i>Title</i>	<i>Frequency</i>
Gowin and Wheatly	Occupations	13
Giles	Vocational Civics	11
Hughes	Economic Civics	2

(No supplementary texts were reported)

Total number of schools offering Vocational Civics 38

The persons replying to the questionnaire feel that Vocational Civics is given more prominence than it should have. This may be inferred from the fact that it is required in 42 percent of the schools but that only 32 percent of the replies expressed the opinion that it should be required. Vocational Civics has been taught in sixteen schools for three years or longer, and in seventeen schools for a shorter period of time. It is reported as being unsuccessful in six schools, and whether or not this is due to the nature of the course, it is interesting to note that no school intends to discontinue this subject. Notebook work is required and the socialized recitation is found in approximately 50 percent of the schools that offer this course. The stereopticon is used in one-half that number and supervised study in about two-thirds of that number.

**Economics.** Economics is offered most frequently in the fourth or the third year of the high school, yet six schools offer it in the first year. The data indicate that 82 percent of these courses are based predominantly upon some textbook. The texts used most frequently for this purpose are as follows:

## PRINCIPAL TEXTS

<i>Author</i>	<i>Title</i>	<i>Frequency</i>
Thompson	Elementary Economics	104
Ely and Wicker	Elementary Principles of Economics	37
Carver	Elementary Economics	32
Burch and Nearing	American Economic Life	27
Bullock	Elements of Economics	19
Marshall and Lyon	Our Economic Organization	17

## SUPPLEMENTARY TEXTS

Bullock	Elements of Economics	8
Carver	Elementary Economics	7
Ely	Outlines of Economics	6
Marshall and Lyon	Our Economics Organization	6
Seager	Economics	6

Total number of schools teaching Economics 316

This subject has been offered in 208 schools for three or more years and in 69 schools for a shorter period of time. Reports indicate that in about 7 percent of the schools the course is disliked by the pupils. Thirteen schools report it as unsuccessful and four of these schools will not offer it again. Notebook work is required in 58 percent of the schools, the stereopticon used only in about one-fourth that number, and supervised study and the socialized recitation found in 30 percent and 47 percent respectively.

**Sociology.** Sociology appears most frequently in the fourth year of the high school, yet a large number of schools offer it during the third year. Eight schools teach it regularly to freshmen. As a rule, however, only upper classmen are permitted to enter the course. It alternates in most cases with Civics or Economics. As a rule the textbook is the basis of the subject. The texts that are most frequently used are as follows:

PRINCIPAL TEXTS		
<i>Author</i>	<i>Title</i>	<i>Frequency</i>
Towne	Social Problems	67
Ellwood	Sociology and Modern Social Problems	46
Burch and Patterson	American Social Life	22
Tufts	Real Business of Living	4
SUPPLEMENTARY TEXTS		
Ellwood	Sociology and Modern Social Problems	9
Towne	Social Problems	4
Burch and Patterson	American Social Life	4
Tufts	Real Business of Living	2
Total number of schools teaching Sociology		156

Practically one-half of these schools teach current events in connection with this course. About 25 percent of the schools offering Sociology require it for graduation. The persons answering the questionnaire in about 50 percent of the schools believe the subject should be required. Hence, again theory and practice differ. Indications are clear that Sociology is fast coming into the high school curriculum. Its presence is reported by fifty-nine schools for three years or longer, and by seventy-five schools as having been introduced within the past three years. It is reported as unsuccessful in seven schools and as not being generally liked in three schools. It will not be offered next year by three schools. Notebook work is required in 44 percent of the

schools, the stereopticon is found in 16 percent, and supervised study and the socialized recitation are found in 35 percent and 57 percent, respectively.

**Social Science.** This course is offered most frequently to seniors or to sophomores. In nearly every instance it is limited to the students of the class for which it is offered. About three-fourths of the schools giving the subject adhere strictly to the textbook. The textbooks that are most frequently used are as follows:

#### PRINCIPAL TEXTS

<i>Author</i>	<i>Title</i>	<i>Frequency</i>
Hill	Community Life and Civic Problems	4
Burch and Patterson	American Social Life	4
Tufts	Real Business of Living	3
Towne	Social Problems	2
Total number of schools offering Social Science		31

Current events are taught in this course in about three-fourths of the schools. About 16 percent require the subject for graduation. Indications from the opinions of those persons answering the questionnaire are that the subject should be required much more frequently than it is at present. Social Science has been offered for three years or longer by seven schools, and for less than three years by nineteen schools. It is reported as not being generally liked in two schools, and as unsuccessful in one school which plans to discontinue it. Notebook work is required in 55 percent of the schools offering the subject, the stereopticon is used in 26 percent, supervised study in 32 percent, and the socialized recitation in 45 percent of these schools.

**Educational Guidance.** This subject is offered in a very few schools, and appears either in the first semester or in the last three semesters of the high school course. When offered in the first year it is likely that one phase of its work is related directly to the students' future work in the high school. This subject does not appear to have a very definite content, and probably the subject matter of the course usually depends upon the interests of the instructor. In several cases "How to Study" by Sandwick is mentioned as a basic text. Current events are taught in almost one-half of these courses.

Of the schools teaching Educational Guidance 20 percent require it for graduation. However, 56 percent of the persons who answered

the questionnaire think that it ought to be required. It is not generally liked in one of the five schools reporting its presence. Notebook work and the socialized recitation are used in 20 percent of these schools.

**Vocational Guidance.** This subject is offered in either the second or the first year of the high school course. In nearly every case the classes are restricted to students with standing equivalent to the year in which the course is scheduled. "Occupations" by Gowin and Wheatley is used almost universally as a text. No other text was mentioned more than once. One-third of the schools require this course for graduation but the conclusion based on the answers to the questionnaire is that it should be required to a much larger extent. This subject also has made its appearance within the last few years, although only nine schools report that it has been taught for less than three years. It is generally liked in all the schools represented, is reported successful, and will be offered again in every case. Notebook work is required in 50 percent of the schools. The stereopticon is used in 15 percent, and supervised study and the socialized recitation reported in 22 percent and 37 percent, respectively.





# THE UNIVERSITY OF ILLINOIS

THE STATE UNIVERSITY

URBANA

DAVID KINLEY, Ph.D., LL.D., *President*

---

## *The University Includes the Following Departments*

### THE GRADUATE SCHOOL

THE COLLEGE OF LIBERAL ARTS AND SCIENCES (Ancient and Modern Languages and Literatures; History, Economics, Political Science, Sociology, Philosophy, Psychology, Education; Mathematics; Astronomy; Geology; Physics; Chemistry; Botany, Zoology, Entomology; Physiology, Art and Design)

THE COLLEGE OF COMMERCE AND BUSINESS ADMINISTRATION (General Business, Banking, Insurance, Accountancy, Railway Administration, Foreign Commerce; Courses for Commercial Teachers and Commercial and Civic Secretaries)

THE COLLEGE OF ENGINEERING (Architecture; Architectural, Ceramic, Civil, Electrical, Mechanical, Mining, Municipal and Sanitary, Railway Engineering, and General Engineering Physics)

THE COLLEGE OF AGRICULTURE (Agronomy; Animal Husbandry; Dairy Husbandry; Horticulture and Landscape Gardening; Agricultural Extension; Teachers' Course; Home Economics)

THE COLLEGE OF LAW (Three-year and four-year curriculums based on two years and one year of college work respectively)

### THE COLLEGE OF EDUCATION

### THE CURRICULUM IN JOURNALISM

### THE CURRICULUMS IN CHEMISTRY AND CHEMICAL ENGINEERING

### THE SCHOOL OF RAILWAY ENGINEERING AND ADMINISTRATION

### THE SCHOOL OF MUSIC (four-year curriculum)

### THE LIBRARY SCHOOL (two-year curriculum for college graduates)

### THE COLLEGE OF MEDICINE (in Chicago)

### THE COLLEGE OF DENTISTRY (in Chicago)

### THE SCHOOL OF PHARMACY (in Chicago; Ph.G. and Ph.C. curriculums)

### THE SUMMER SESSION (eight weeks)

EXPERIMENT STATIONS AND SCIENTIFIC BUREAUS: U. S. Agricultural Experiment Station; Engineering and Experiment Station; State Laboratory of Natural History; State Entomologist's Office; Biological Experiment Station on Illinois River; State Water Survey; State Geological Survey; U. S. Bureau of Mines Experiment Station.

The library collections contain May 1, 1922, 523,230 volumes and 120,151 pamphlets. For catalogs and information address

**THE REGISTRAR**

Urbana, Illinois

BULLETINS OF THE BUREAU OF EDUCATIONAL RE-  
SEARCH, COLLEGE OF EDUCATION, UNIVERSITY  
OF ILLINOIS, URBANA, ILLINOIS

	Price
No. 1. Buckingham, B. R. Bureau of Educational Research, Announcement, 1918-19.....	.15
No. 2. First Annual Report.....	.25
No. 3. Bamesberger, Velda C. Standard Requirements for Memorizing Literary Material.....	.50
No. 4. Holley, Charles E. Mental Tests for School Use. (Out of print).....	.50
No. 5. Monroe, Walter S. Report of Division of Educational Tests for 1919-20.....	.25
No. 6. Monroe, Walter S. The Illinois Examination.....	.50
No. 7. Monroe, Walter S. Types of Learning Required of Pupils in the Seventh and Eighth Grades and in the High School.....	.15
No. 8. Monroe, Walter S. A Critical Study of Certain Silent Reading Tests.....	.50
No. 9. Monroe, Walter S. Written Examinations and Their Improvement.....	.50
No. 10. Bureau of Educational Research. Relation of Size of Class to School Efficiency.....	.50
No. 11. Monroe Walter S. Relation of Sectioning a Class to the Effectiveness of Instruction.....	.15
No. 12. Odell, Charles W. The Use of Intelligence Tests as a Basis of School Organization and Instruction.....	.50
No. 13. Monroe, Walter S., and Foster, I. O. The Status of the Social Sciences in the High Schools of the North Central Association.....	.50